OCR
Oxford Cambridge and RSA

Sample assessment material

LEVEL 3 CERTIFICATE IN

SUSTAINABILITY

H082

For first teaching in 2025

F227: Fundamentals of sustainability

Version 1.0 (February 2025)

Introduction

This is Sample Assessment Material (SAM) which has been produced for the OCR Level 3 Certificate in Sustainability.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched. We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the OCR Level 3 Certificate in Sustainability webpage under 'Teaching'.

Our exam papers are developed with accessibility in mind. The 'Command Words' are in both the Understanding the Assessment guide and the specification. These tell you what we mean by each command word and how students should approach the question and understand its demand.

Appendix B of the specification: **Command Words**, gives detail about what is expected of each command word that will be included in exams and mark schemes. You can include teaching around the expectations of these as part of your teaching.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts, higher education institutions and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials with teachers to make sure that they met their needs.

You told us that you wanted the exam to take similar approaches to our current Level 3 Cambridge Technical exams. We have tried to do this by using a familiar tone and style of questioning.

You told us to keep the exam as short as possible but retain time to allow students to read the scenario and respond to questions. We have done this by reducing the number of available marks to 60 and setting the exam duration to 1 hour 15 minutes.

You told us that you wanted the exam to be based on a single context, that develops through the paper, so that is what we've done.

You told us that scenarios used in the exam should be accessible and easy for students to understand. We have done this by only using scenarios with things that students will have encountered.

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All students will sit this exam at the same time on the same day.

The time allowed is designed to give students approximately one minute per mark plus reading time.

The exam **may** have short answer questions with calculation/working. A calculator can be used to answer this style of question.

If students require additional space to write their response(s), lined paper may be available at the end of the exam paper in a live exam. Remember the question number(s) must be clearly shown.

OCR
Oxford Cambridge and RSA

<<Date>> – <<Morning/Afternoon>>

Level 3 Certificate in Sustainability

H082 Unit F227: Fundamentals of sustainability

Sample Assessment Material (SAM)

Time allowed: 1 hour 15 minutes

You can use:
- A calculator

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number | Candidate number

First name(s)

Last name

Date of birth (D D M M Y Y Y Y)

INSTRUCTIONS
- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- In the live exam there might be lined pages at the end of the question paper for you to use if you need extra space. Remember, you must clearly show the question numbers.
- Answer **all** the questions.

INFORMATION
- The total mark for this paper is **60**.
- The marks for each question are shown in brackets **[ ]**.
- This document consists of **16** pages.

ADVICE
- Read each question carefully before you start your answer.

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This unit is part of the Certificate qualification. It is the **only** externally assessed (EA) unit in the qualification.

This exam will always be set and marked by us. Exams will be available in January and June each year. Students can resit this unit and the best result will be used to calculate the certification results.

This exam will always have 60 marks. There are no sections in this exam.

This exam will have around thirteen mandatory questions. Question types include:

- Forced choice/controlled response questions. These are typically worth one to four marks.
- Short answer, closed response questions. These are typically worth one to four marks.
- Short answer questions with calculation/working. These are typically worth one to four marks.
- Extended constructed response questions with points-based marks schemes. These are typically worth one to four marks.
- Extended constructed response questions with levels of response marks schemes. These will be worth either six or nine marks.

These allow us to assess the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

The questions will sample content from across all Topic Areas. At least one question (or sub-part) will relate to each Topic Area. Sub-content topic areas will be sampled across exam papers, over time.

1 Finley is becoming increasingly interested in sustainability and keen to save the planet's resources, even if it means additional effort and cost for them.

(a) Finley has recently read several articles about the benefits of recycling. They have decided to try a new plastic recycling service at their local supermarket.

Which driver of behavioural change has encouraged Finley to use the new recycling service?

Tick (✓) **one** box.

- Changes in the law ☐
- Education ☐
- Financial incentives ☐
- Government policies ☐

[1]

(b) Peer pressure can encourage people to recycle more.

State **two** advantages of peer pressure as a driver for behavioural change.

1 .....

.....

2 .....

.....

[2]

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All questions in this exam will relate to a single scenario. The scenario will always be introduced at the start of this exam, and will develop throughout.

This is an example of a **one mark** multiple choice question (MCQ). The response options will always be in alphabetical order consisting of one correct answer and three distractors.

Students should use a single tick (✓) in one box to show their response to this question. The mark scheme will allow any other indicator of the chosen response.

This state question assesses PO1 (show knowledge and understanding). The student response will **not** need to be applied to the scenario.

In this exam, there will be between 15 and 25 PO1 marks.

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The number of ticks (✓) required to answer an MCQ question will always be written as a word in **bold**.

2 Which **two** of the following examples are climate change mitigation strategies?

Tick (✓) **two** boxes.

- Deforestation ☐
- Increased greenhouse gas emissions ☐
- Increased use of solar energy ☐
- Purchase a second-hand diesel car ☐
- Replace appliances with more energy efficient models ☐

[2]

This is an example of a **two mark** multiple choice question (MCQ). The response options will always be in alphabetical order consisting of two correct answers and three distractors.

Students should use a single tick (✓) in two boxes to show their response to this question. If more than two boxes are ticked, zero marks are awarded.

3 Complete the sentences below, regarding the economic problem.

Use words from the list.

choice	**competition**	**need**	**opportunity costs**
profit	**scarcity**	**supply**	**want**

All individuals and businesses have needs and wants. .....occurs when the demand for a resource or product is greater than the amount that can be supplied.

A ..... is something that is essential for human survival.

Choices are often made because of limited resources which can lead to

.....

[3]

When we ask a **complete the sentence(s)** question, we may give a list of words in alphabetical order for students to choose from. Students choose their response(s) and write it/ them in the space given.

The mark scheme will allow any other indicator of the word(s) chosen, for example, an arrow pointing to it.

Where a student's response finishes a sentence or statement, it will always be shown like this. Students could also be asked to complete a table or diagram.

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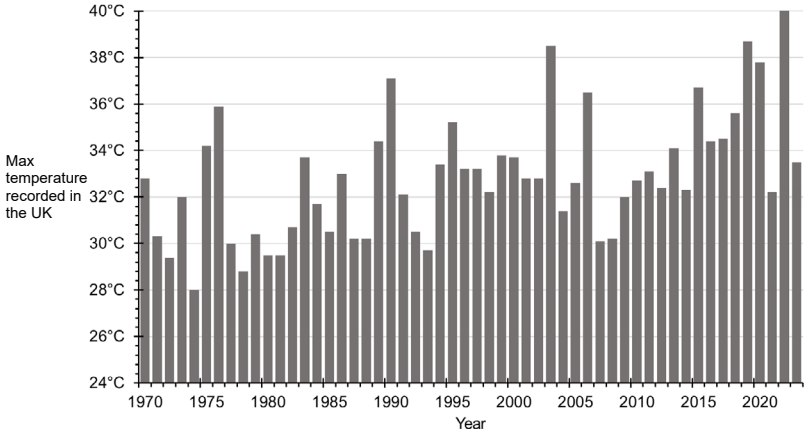
The scenario will develop throughout this exam.

4 Finley and their family recently moved to a new housing estate. The housing developer designed the estate to include green spaces with trees and plants to attract insects and other wildlife. The housing developer also included a flood protection scheme.

The housing developer held a climate change information event. The graph below was displayed to show the temperature of the hottest day of each year in the UK since 1970.



This exam may include charts and graphs which students answer questions on. Charts and graphs will always be in greyscale.

(a) Using the data in the graph, describe **two** trends for UK temperatures.

The number of points needed will always be **emboldened**.

Where a question specifically asks for a number of points, we will always put numbers or response headings against the lines to show where students should write their response.

1 .....

.....

2 .....

.....

[2]

This is an example of a two mark **describe** question. One mark is available for each trend described. This question assesses PO2 (apply knowledge and understanding). Student responses **must** be applied to the graph in the scenario.

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This **identification** question assesses PO2 (apply knowledge and understanding). Student responses **must** be applied to the scenario.

In this exam, there will be between 20 and 30 PO2 marks.

Where an acronym is first used in the scenario or a question, we will always expand it and give the acronym in brackets afterwards.

(b) Identify **two** effects of climate change the developers of Finley's housing estate have responded to.

1 .....

2 .....

[2]

(c) Explain **two** climate change adaptation strategies that the developers of Finley's house used when designing the housing development.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

5 Since attending the climate change information event, Finley has become concerned about the effects of climate change and is keen to live a more sustainable lifestyle. They have researched the United Nations Sustainable Development Goals (UN SDGs).

State the title of **two** of the seventeen United Nations Sustainable Development Goals (UN SDGs).

1 .....

2 .....

[2]

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Short answer, closed response questions and extended constructed response questions test knowledge and understanding from across the unit's content and allow students the opportunity to give free responses.

This is an example of a four mark **explain** question. Two marks are available for each point explained. One mark is for identifying a climate change adaption strategy which the developers used and the second mark for saying how the strategy works in adapting to climate change. This question assesses PO2 (apply knowledge and understanding). Student responses **must** be applied to the scenario.

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This is an example of a **complete the table** question. Instructions on how to respond to the question will always be given.

Students may have to indicate their response(s) with a tick (✓). We may ask a **complete the table** question where students are expected to write their response(s) in the space given. We may give a list of words in alphabetical order for students to choose from.

This is an example of an **analyse** question. The question is assessing PO3 (analyse and evaluate knowledge, understanding and performance).

6 Since moving, Finley wanted to reduce their reliance on fossil fuels and researched solar panels for their new house. However, Finley was unable to buy solar panels because the cost was too high. All of Finley's savings were spent on buying the house. They also must pay their mortgage every month, which leaves little spare money to save for investments like solar panels.

The UK government introduced a grant to help homeowners pay for solar panels, which Finley applied for. Being able to afford solar panels has given Finley the personal satisfaction of doing their bit to help the climate crisis and to act as a role model to encourage neighbours to make a similar investment. Finley's energy bill will also be reduced by £500 per year.

(a) The table shows interventions that the UK government may take to encourage sustainable decisions.

Tick (✓) **one** box in each row to categorise the type of government intervention.

Intervention	Law	Grant	Taxation
Since June 2022, all new homes and buildings in England must have electric vehicle (EV) charging points fitted			
Fuel duty on unleaded petrol to increase by 5%			

[2]

(b) Analyse the advantages to Finley of applying for the government grant to install solar panels. **[6]**

This exam will have one level of response (LOR) question worth six marks. This needs an extended written response. This question will assess PO3 (analyse and evaluate knowledge, understanding and performance) and responses will need to include analysis. The question topic may be drawn from any relevant aspect of the unit's teaching content.

Extended response questions give students a real opportunity to show the extent of their knowledge and understanding of the subject.

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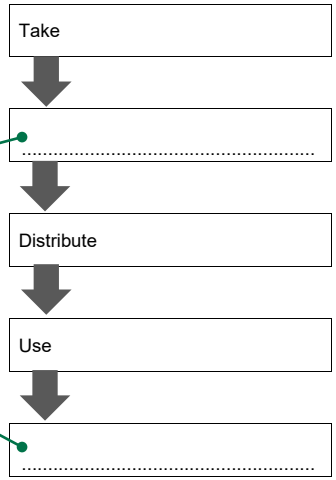
This is an example of a **complete the diagram** question.

Students need to write their responses in the spaces given. We may give a list of words in alphabetical order for students to choose their response(s) from.

In this question, students need to show their understanding (PO1) by stating two generic disadvantages of linear economies for sustainability.

7

(a) Complete the diagram of linear economies by adding the **two** missing stages.



[2]

The number of marks for a question will always be given at the end of the question and will always be right aligned.

(b) State **two** disadvantages of linear economies for sustainability.

1 .....

2 .....

[2]

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8 Two months ago, Finley saw an advert in a fashion magazine for a new coat and decided to buy one. The advert claimed that the coat was made from 100% recycled plastic.

Circular Coats – 100% recycled plastic

Our fashionable coats look great and keep you warm, but they'll also be saving plastic bottles from ending up in yet another landfill.

Circular Coats are made from 100% recycled plastic and sent to your door in our unique recycled packaging.

- Colours available: green and black
- Sizes available: small, medium and large

Look good and be **sustainable**.

'Keep warm, be more environmentally friendly and do your bit to save the planet'

www.circularcoats.co.uk

However, Finley has just read a newspaper article which states that only the coat packaging is made from 100% recycled materials. The coat is made from only 60% recycled plastic.

The Advertising Standards Authority (ASA) has stated that the advert is misleading and must be withdrawn.

(a) Explain **two** ways that greenwashing affected Finley's decision to buy the coat.

1 .....

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2 .....

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[4]

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This exam may include graphics which students answer questions on. Images will always be in greyscale.

Where a question asks students to **explain**, they must show (PO1) or apply (PO2) their understanding. It is **not** enough to recall or apply knowledge alone.

Appendix B in the **specification** contains a glossary of **Command Words** which could be used in this exam. The glossary tells you what we mean by each command word.

The number of lines given for a question indicate the approximate length of the response required.

(b) Explain **two** actions that Finley can take to encourage Circular Coats to challenge their greenwashing practices.

1 .....

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.....

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2 .....

.....

.....

..... **[4]**

9 Explain **two** techniques that Circular Coats could use to avoid greenwashing in the future.

1 .....

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.....

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2 .....

.....

.....

..... **[4]**

10 Some companies are unwilling to publish their sustainability successes for fear of being accused of greenwashing.

State what this practice is this called?

..... **[1]**

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When a question assesses PO2 (apply knowledge and understanding) student responses **must** be applied to the scenario. The question wording will always indicate when a question assesses PO2.

When a question assesses PO1 (show knowledge and understanding) student responses do **not** need to be applied to the scenario. The question wording will always indicate when a question assesses PO1.

These questions specifically refer to "Circular Coats". The questions assess PO2 (apply knowledge and understanding). The student responses **must** be applied to the scenario.

This question refers to "some companies", rather than "Circular Coats". The question assesses PO1 (show knowledge and understanding). The student response will **not** need to be applied to the scenario.

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This is an example of an extended constructed response question. Students will provide a shorter style extended response.

We will use extended constructed response questions to assess a range of performance objectives. They will enable students to show and/or apply knowledge and understanding.

11 Circular Coats delivers a social inclusion project. The factory is based in a town with high unemployment, and many families live on a low income. Circular Coats offered ten local unemployed people a job at its factory with a fair wage. The new employees received two weeks of training to give them the skills to stitch coats with the rest of the team in the factory.

Explain **two** positive impacts of the social inclusion project on the lives of the new employees.

1 .....

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2 .....

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.....

.....

[4]

In this four mark **explain** question two marks are available for each point explained. One mark is for identifying the positive impact and the second mark is for saying how the social inclusion project has a positive impact on the lives of the new employees. This question assesses PO2 (apply knowledge and understanding). Student responses **must** be applied to the scenario.

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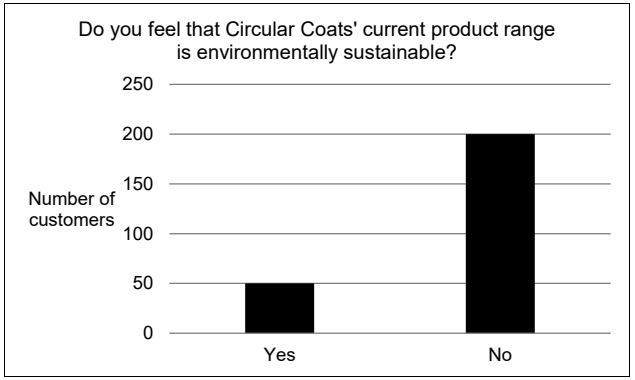
12 The greenwashing incident has ruined Circular Coats' reputation for clothing. Circular Coats' sales declined after the negative publicity, and it went from making a profit to making a loss. The Marketing Manager wanted to see what Circular Coats' customers and employees really feel about the company and so conducted some research.

A questionnaire was sent to 250 Circular Coats' customers. Some of the results of the questionnaire are shown below:



(a) Using the data above, explain if Circular Coats' current product range is sufficiently sustainable to satisfy customers.

.....

.....

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..... **[2]**

This is an example of a question where we require students to use explicit information from the provided chart and graph, in their response.

This is a two mark **explain** question therefore the response requires two points. Each point must be supported by data from the chart or graph to gain the mark.

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Where context is given, this will be kept as short as possible and will only include information needed for the questions

(b) Circular Coats also had eight employees take part in a focus group. Some comments from the employee focus group are below:

- I am concerned about my job security since the greenwashing incident. Customers have lost trust in the business and its products. Sales are falling. I am looking for another job. Five other people that I worked with have already left and found other jobs. My team has changed.
- Our customers choose Circular Coats due to its reputation for sustainability, but this unique selling point (USP) has been lost.
- The company has made a loss since the greenwashing incident. I will not receive a pay rise this year as the company tries to save money.

Using the comments from the employee focus group, explain **one** way that the greenwashing incident has affected employees.

.....

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..... **[2]**

In this two mark **explain** question two marks are available explaining a single point. One mark is for identifying a way that the greenwashing incident has affected employees from the focus group comments and the second mark is for explaining how the way has affected employees.
This question assesses PO2 (apply knowledge and understanding). Student responses must be applied to the scenario.

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This is an example of a **discuss** question. The question is assessing PO3 (analyse and evaluate knowledge, understanding and performance).

13 Circular Coats is now designing a new rucksack that it will sell instead of coats. The company is relying on the rucksack being a success due to its fall in profits. Circular Coats has a limited budget to create the new product.

Sustainability will be the company's unique selling point (USP), therefore the new rucksack will be made from 100% recycled materials. Circular Coats can also benefit from grants from an environmental charity for businesses that make products from 100% recycled materials.

Circular Coats will offer customers a 5% discount off a new rucksack if they return any unwanted used Circular Coats products for recycling. This will make Circular Coats' rucksack different to competitors' products as none of them offer a similar discount.

Discuss whether Circular Coats should complete a life cycle assessment/analysis (LCA) when designing the new sustainable rucksack.

In your answer you must write about:

- any **advantages** for Circular Coats of completing an LCA
- any **disadvantages** for Circular Coats of completing an LCA
- whether you would recommend that Circular Coats complete an LCA **and** your reasons.

[9]

This exam will have one level of response (LOR) question worth nine marks. This needs an extended written response. This question will assess PO3 (analyse and evaluate knowledge, understanding and performance) and responses will need to include discussion. The question topic may be drawn from any relevant aspect of the unit's teaching content.

Extended response questions give students a real opportunity to show the extent of their knowledge and understanding of the subject.

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END OF QUESTION PAPER

This indicates to students there are no more questions to answer.

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